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ABSTRACT

This document describes a summer institute held at Northwestern University during the summer of 1970 entitled Institute in African Studies for College Teachers. The program of instruction that was devised had 4 principal objectives in mind: (1) transmission of accurate information and data about African and Afro-American culture and society; (2) substantive intellectual problemsolving through the interdisciplinary approach actualized by means of an interdisciplinary seminar every Friday in which 2 or 3 faculty members discussed a problem from perspectives representing their disciplines; (3) providing the participants with the tools of research and instruction that will enable them to pursue and transmit African studies on their own; and (4) incorporation of such material into the college curriculum, problems involved, and the most effective means to actualize such an objective. There is a definite need for further training of professors in the area of Black studies. It is hoped that such training will soon be offered as a regular part of the undergraduate and graduate curricula. However, until such programs are initiated, summer institutes such as the ones described in this document are the most effective means for training professors in African studies. (HS)

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I. FINAL Director's REPORT
ON: Institute in African Studies for College Teachers (EPDA Part E)

AT: Northwestern University
Program of African Studies
1813 Hinman Avenue
Evanston, Illinois 60201

DATES: June 22, 1970 July 31, 1970
(from) (to)

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INTRODUCTION

The Program of African Studies at Northwestern University is pleased to submit this technical report on the Institute in African Studies for College teachers which it organized with the support of the Office of Education. The faculty that served during the six-week period of instruction was enthusiastic about the Institute before it was organized, maintained its enthusiasm throughout, and would be more than happy to participate in such an institute again. Enthusiasm for the Institute stems essentially from the following factors:

- a. The faculty's commitment to the improvement of African studies at all educational levels;
- b. The high caliber and high motivation of the participants which made the interaction between staff and participants a most rewarding experience;
- c. The increasing pressure of the public, especially in urban areas, for the incorporation of material on African culture and society and Afro-American culture into the college curriculum which demonstrated the immediate relevance of the program of instruction of the Institute for both parties;
- d. And finally, the fact that the scientific study of African and Afro-American culture and society was linked to the endeavor of staff and participants to demonstrate the relevance of higher education to the solutions of problems confronting American society.

As directors of the Institute and initiators of the proposal for an Institute in African Studies, our experience simply reconfirms our previously held attitude and confidence in the quality preparation such short term programs can make available. We have participated in other institutes in the past and

were convinced of their value sometime ago. Our appreciation for the soundness of legislation that enables institutes of higher learning to retool and refresh college faculty members, enabling them to play a more effective role in the education of the entire community is increased as a result of this Institute. The implementation of the legislation by the Office of Education is creative, wise, and forwardlooking. It is our hope that the Office of Education will see fit to support many more endeavors of this nature, thereby having a greater impact on the future of education in the United States.

II. PROGRAM FOCUS

The program of the Institute revolved around substantive instruction and discussion in several fields embraced by the concept "African studies". The program of instruction as it finally assumed concrete form in terms of lectures, hours, and topics, represented the consensus of the staff members who participated on a full or half-time basis in the Institute.

The over-all objective of the Institute was to enhance the competence of college faculty members in handling material pertaining to African and Afro-American culture and society, particularly within the framework of development or comparative studies. It was assumed, and our assumption proved correct, that the college teachers are increasingly being called upon to incorporate material on Africa or the Afro-American into their existing courses in the social sciences or the humanities. Or, alternately, they are being pressured to organize separate courses that deal exclusively with Africa or Afro-American culture.

Yet, these same faculty members are not adequately prepared to handle such material. They did not have the opportunity to prepare themselves in the past and their limited time when engaged in full-time teaching precludes any serious possibility of retooling themselves on their own.

The Summer Institute provided them with an excellent opportunity to devote their full time and energy to the serious study of African and Afro-American culture and society. During the six-week session, they had at their disposal scholars of distinction and wide learning who are committed to the advance of knowledge about Africa and the Afro-American, and who are eager to upgrade African education at all educational levels.

The program of instruction that was devised had four principal objectives in mind:

1. transmission of accurate information and data about African and Afro-American culture and society;
2. substantive intellectual problem-solving through the interdisciplinary approach actualized by means of an interdisciplinary seminar every Friday in which at least two, and very often three, faculty members discussed a problem from perspectives representing their disciplines;
3. providing the participants with the tools of research and instruction that will enable them to pursue and transmit African studies on their own;
4. incorporation of such material into the college curriculum, problems involved, and the most effective means to actualize such an objective.

It can be stated then that the more critical aspects of the Program of instruction were concerned with the development of knowledge, enhancing analytical skills and a new approach to the study of problems. There is an implicit assumption that scientific understanding and appreciation of the real dimensions of a culture help in modifying previous attitudes. This can not be tested. We believe, however, that the participants' grasp of the complexity and richness of African and Afro-American culture contributed to an improvement of previously held attitudes. This has been explicitly stated by the participants themselves in the course of their own evaluation of the major strengths of the Institute.

III. PROGRAM OPERATION

A. Participants

About 2000 brochures of the Institutes' program were sent to various social sciences and humanities departments in a carefully assembled list of about 450 four-year, junior and community colleges of liberal arts. The response to the opportunity was quite good. Though inquiries were more than completed application forms, we received about 90 applications for the 30 places available from qualified college faculty members. With one exception, all the applicants met the standard requirements of the Institute: Ph.D. or M.A. degree plus 2 years of teaching experience and a demonstrated commitment on their part and the part of their institution to introduce African or Afro-American material into the college curriculum.

The selection of participants then was guided by additional factors. We wanted diversity of institutions and backgrounds, ethnic diversity and national distribution. Furthermore we looked carefully into the commitment of the institutions from which applicants had come and their student composition. The selection was performed by a committee composed of the Director, the Associate Director and another staff member. The applications were examined carefully and the applicants were ranked in order of preference. Thus the thirty were selected.

Initially all thirty accepted but towards the end of May 3 had to withdraw for compelling factors. The top from the alternate list were selected in their place. There were no further problems involved.

The group turned out to be as good as anticipated; they represented diversity in age, education, experience and background and unity in purpose, motivation and commitment. The entire staff was pleased and excited by the group as a whole.

The following summary should provide an adequate profile of the participants in the summer Institute.

Profile of the Participants

Average Age: 37

Average years of teaching experience (on college level only): 5.2

Sex: 23 Men 7 Women

Race: 19 White 11 Black

Institutional Location:	Pennsylvania	1
	Florida	2
	Kansas	1
	Alabama	3
	Illinois	7
	North Carolina	3
	South Carolina	1
	Georgia	1
	Arkansas	1
	Texas	1
	Iowa	2
	Virginia	1
	Tennessee	1
	Kentucky	1
	Ohio	1
	Missouri	1
		<hr/> 30

Highest degree earned:	<u>Men</u>	<u>MA</u>	<u>MS</u>	<u>MEd.</u>	<u>PhD</u>
	23	9	2	1	11
	<u>Women</u>	<u>MA</u>	<u>MS</u>	<u>MEd.</u>	<u>PhD</u>
	7	5	1		1
Total	<hr/> 30	<hr/> 14	<hr/> 3	<hr/> 1	<hr/> 12

Two facts should be mentioned in connection with the above: considerably more men than women applied and consequently our initial expectation of having an equal distribution between men and women was not fulfilled. Second more blacks, teaching predominately in black colleges, applied and consequently more black participants were selected. We are pleased by this development. By contrast, last summer's institute included two black faculty members. We anticipate more black participation in the future as a result of the initiatives of the Program of African Studies at Northwestern in black colleges.

Otherwise, the background of the participants, their experience and commitment met our expectations in full. Should we have a similar opportunity next summer, we will maintain the same standards and requirements.

The ratio of full-time instructors to participants worked out in practice as approximately one to six. This is based on combining two half-time faculty members to make one full-time. The ratio was excellent and we see no need to change it in the future.

B. Staff

The Program of instruction was planned ahead of time and entailed the presence of two full-time instructors, five half-time instructors, and four consultants. After the second week of instruction, an evaluation session with the director was held. At the specific request of the participants additional instructional sessions entailing the presence of additional consultants were organized. Thus about five more consultants were invited to speak on a variety of topics originally not included in the Program of instruction but were thought important enough by the participants to justify the modification of the instructional program.

The Friday seminar was a built-in interdisciplinary seminar. The topics of the sessions were decided upon jointly by the staff; the faculty members who participated in each Friday session knew in advance what was to be discussed. Structured discussion was thus made possible and the participants agreed that the Friday session was an extremely exciting and rewarding experience. Essentially that session highlighted the critical importance of an interdisciplinary approach to the study of a developing area such as Africa. For all the participants, this interdisciplinary approach to intellectual problem-oriented questions, was a new experience. Their reaction was more enthusiastic than expected.

An additional joint seminar was organized one afternoon; a group of advanced African graduate students discussed the problems of Africa as perceived by Africans. The session turned out to be an extremely enlightening one and the participants suggested to plan more such sessions should the Program organize an Institute next summer.

As will be seen from the faculty roster (see appendix 1) there were more lecturers than initially planned; practically all full-time or half-time faculty members were resident faculty; most of the consultants were from other institutions. The participants were quite impressed by the wide-range of specialties involved and had nothing but praise for the accessibility of all staff members, including the visiting consultants.

C. Activities

The objectives of the Institute as stated above (see page 3) were translated into a concrete schedule with specific hours. While in general that schedule was maintained, additional sessions were organized at the specific request of the participants to deal with perceived gaps or as a result of previous stimulation. The requests were made subsequent to an early evaluation

session organized specifically for that purpose. On the average, the participants spent approximately twenty hours per week in classroom situation. This entailed substantive teaching in the various disciplines - African and Afro-American history, culture, geography, humanities, politics etc. - the joint discussion seminars, presentation of audio-visual material and a field trip. The lion's share was, of course, for substantive teaching.

The reason for this emphasis is obviously related to the most important objective of the Institute namely to transmit accurate knowledge about Africa and thereby increase the competence of college teachers in handling material about Africa or Afro-America at college level. The seminars were devised to demonstrate the critical importance of interdisciplinary approaches to the study of Africa and thereby demonstrate to the participants other educational and research techniques that could be utilized in understanding an area as complex as Africa.

On the whole the program of instruction worked out quite well. The professors were men of distinction and knew what they were talking about. The seminars, again on the whole, proved their point and despite some minor criticism of specific ones, succeeded beyond our expectations. The professors were quite satisfied with the participants and the latter were quite excited by the professors. While overall the format will be retained in future institutes, certain innovations can be introduced on the basis of this year's experience. One criticism that was levied by the participants was that certain professors "read" their own papers. In a second institute, the professors' attention would be called to this criticism and it would be suggested to them that such papers could be distributed ahead of time and thus the class session would be conducted more like a seminar. Since the topics discussed in the seminars were pre-planned, there was little possibility of change. Yet the

discussions that arose during the six-week period stimulated the participants to think of other topics and there was little possibility to alter the program to take care of the new topics. As a result of extensive discussions with the participants, we hope to be in a position to take care of this in a subsequent institute. For example, instead of planned afternoon sessions, each professor would be available once or twice a week to lead a seminar devoted to a topic either of interest to him and/or interest to a group of participants. For example, if five or six participants express an interest in the specific problems of East African integration, or the Nigerian civil war, then a professor would lead a seminar on that subject with these participants in mind. Other participants would engage in another seminar devoted to another topic. Thus it would be possible to have two or three seminars running jointly for specialized groups.

The subjects covered by the six-week period were quite comprehensive; yet there were minor gaps. East Africa received less attention, and so did economics and politics. Hopefully next time greater balance will be obtained. At the same time, Afro-American history was covered during three weeks and the participants felt, and we agree, that the topic should be covered throughout. We would have done this had Mr. Stuckey been available for the six-week period but he assured us that he would be for a subsequent institute.

The teaching schedule required the presence of the participants considerable number of hours. Yet they had adequate time to do their research and reading. While in a subsequent institute another attempt would be made to reduce the actual lecturing hours, it was felt that there was adequate time to carry on independent work. In part, this was related to the extensive bibliographies distributed to them by the Institute and the permanent availability of a staff member in the newly built Africana Library to help them

locate material, thus minimum time was expended in locating or identifying needed material and accordingly the participants were able to plunge into their research immediately.

The major "educational" weakness as perceived by the participants was the limited type of audio-visual aids. While several films were presented to them on the basis of our experience with graduate students, they were not well-received by the participants. They felt different types of films would be preferable and they wished more slides and maps etc. This is, of course, a minor point but worth dealing with in a subsequent institute.

Interaction among participants and faculty was excellent. This was facilitated by a number of factors: a list of the participants and their educational background and their experience (see appendix 2) was distributed ahead of time to all participants and faculty. Thus everyone had an idea of whom to expect when they met. An orientation session, which was both social and academic on Sunday the 21st helped considerably in breaking the ice, familiarizing all concerned with the Institute and the expectations. An evaluation session early in the second week also assisted in identifying certain needs and gaps and thus could be dealt with; an institutionalized lunch hour every Wednesday which was attended by all staff and participants was extremely helpful in informal discussions. Other social occasions facilitated greater interaction among the participants and between them and the faculty. A good deal of the rapport obtained throughout the summer is related to the easy and frequent informal interaction that was facilitated deliberately as well as by having practically all instructional sessions at Africa House which is the headquarters of the African Studies Program.

The dates chosen for the Institute were ideal. No one complained about them. Yet the length of the Institute brought forth certain comments. In so far as the staff is concerned the six-week period represents the best kind of

compromise. It is long enough to transmit knowledge and data adequately through intensive work, yet short enough to allow all teachers some time for a vacation afterwards and prior to the start of the Institute. Certainly it can be lengthened to enable longer teaching but the benefits in our judgment do not justify the additional expense entailed. Should we have another opportunity, we would choose the same period and around the same time.

D. Evaluation and Follow-up

It is our belief that a group of college faculty members as mature and as committed as the one that attended the Institute should not be subjected to formal evaluations that "ordinary" students are expected to conform to. Accordingly no examinations were planned nor any took place. Actual evaluation had to be done impressionistically by the faculty members of the Institute on the basis of interest, attendance and discussion with participants. Throughout the six-week period, we heard nothing but praise for the participants, for their diligence and commitment. Their use of the library was extensive and their participation in class discussions was extensive. We suggested that perhaps they should write a term paper in one or another of the courses, but their reaction was that such an activity would detract from the more important work they should be doing while they had the specialists at hand. We agreed. They consulted extensively with professors on structuring courses in African or Afro-American studies, integrating the material into existing courses - say in comparative literature and the like - and there was universal feeling among the staff that the group we dealt with did its homework reasonably well. It was on the basis of such impressions that we gave every participant an A grade so that it could go on his record at the graduate school of Northwestern University.

Two institute evaluation sessions took place. Both were with the Associate Director of the Institute. They were intended to spot major weaknesses to be corrected while the Institute is still a going concern and to benefit in planning another institute. They were also intended to bring out the major strengths of the Institute so that such features could be retained in a future institute. They were excellent sessions; the participants felt completely free to voice their thoughts and these were quite helpful. Corrections (as pointed out earlier) were made in this Institute on the bases of the formal evaluation session as well as the informal discussions with the Associate Director, and the envisaged program for next summer's institute included modifications based on these evaluations.

Follow-up is another matter. The Program stands ready - so were the participants informed - to assist them in their work at a distance. We have already done considerably for them. Aside from the training bibliographies in all fields of African Studies were given them (and they were quite grateful for that), significant essays were duplicated for them, lists of contacts in Africa were compiled and given to them and another list of eminent authorities in African studies will be sent to them so that they can call upon them for help if they so wish. They know that we are eager to help in any way we can. We have also suggested that a one-day conference on the teaching of Africa at the college level be held; this conference will be attended by selected participants from both college institutes - 1969 and 1970. We could then spot the problems of dealing with African education at the undergraduate level. Should the funds be available we will hold such a conference some time next spring. On the basis of a previous follow-up we discovered - too late for the current Institute - that it helps considerably to have two faculty members from the same institution attend the Institute. That way they can reinforce each other

and be more effective in dealing with the politics of their own institutions. We plan to recruit participants, if possible, on this basis for a future institute. Accordingly, our planned follow-up may reveal, on the basis of the actual experience of the participants once they resume their activities in their own colleges, important factors that we should take into account in future institutes.

IV. CONCLUSION

Implicitly or explicitly, the significance of the Institute in African Studies for College Teachers in 1970 has been indicated in this report. It is the belief of institute participants (faculty and students alike), revealed through discussions and evaluations, and proved valid through the large number of applicants, that there exists an urgent need for the retraining of college teachers in subjects relating to Africa. As time goes on, such training will undoubtedly become increasingly available; however, at the present time, summer institutes provide the most convenient means for acquisition of such training. Benefitting from the experience of professors who are already involved in and committed to the transmittal of knowledge and data about Africa, the summer institute furnishes an excellent agency for providing college teachers with the necessary content and techniques for the handling of such material. Attendance at an institute enables those who are in need of, and likely to use, the material to be more competent and effective as teachers of African or Afro-American studies.

We believe we have accomplished a great deal. The group of thirty, though sizeable, was easily accommodated. The college teachers proved to be experienced and committed to their work. Their departure after six weeks of intensive training in African studies saw them reasonably well-prepared to present new and different subject matter to their students or to deal with old intellectual problems within a new perspective. We hope to continue in such

work with College teachers next year in the expectation of making an even greater contribution to undergraduate instruction. The over-all objectives will remain the same with minor omissions from and additions to the program of instruction (as discussed earlier) for a better actualization of the objectives. Thus, we hope to have sufficient resources for another summer institute permitting further experimentation with African and Afro-American studies at the college level. The presence of a distinguished faculty, the excellence of the library resources of the University, a committed group and a well-thought out program of instruction should make next year's institute a superb one.

V. APPENDIXES

- I. Faculty Roster**
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APPENDIX I

APPENDIX I

STAFF OF THE EPDA SUMMER INSTITUTE IN AFRICAN STUDIES FOR COLLEGE TEACHERS

Full-Time Faculty

Gwendolen M. Carter, Professor of Political Science and Director of the Institute, Northwestern University

Ibrahim Abu-Lughod, Professor of Political Science and Associate Director of the Institute, Northwestern University

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APPENDIX II

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DePauw University, 1953-1957, B.A., Political Science
Indiana University, 1957-1962, M.A., Political Science
1970, Ph.D., Political Science

D. Marshall Barry, 435 South Shore Drive, Sarasota, Florida 33580 (813-355-3925)
New College - Assistant Professor, Economics
College of William and Mary, 1956-1961, A.B., Economics
American University, 1962-1963
Northwestern University, 1963-1966, 1970, M.A., Ph.D., Economics

APPENDIX III

APPENDIX IV

NORTHWESTERN UNIVERSITY
Program of African Studies

SCHEDULE: EPDA SUMMER INSTITUTE IN AFRICAN STUDIES

For College Teachers

June 21. - July 31, 1970

FIRST WEEK

Sunday, June 21: Orientation and Reception
Time: 3:00 PM
Place: Africa House, 1813 Hinman Avenue

Monday, June 22: Beginning of classes - All classes will be held at Africa House

9-10:20 Professor Soja
Topic: African Geography

10:30-12 Professor Willet
Topic: African Art

2-3:30 Mr. Panofsky
Topic: Bibliographic Sources for the Study of Africa

Tuesday, June 23:

9-10:20 Professor Soja
Topic: African Geography

10:30-12 Professor Willet
Topic: African Art

2-3:30 Mr. Panofsky
Topic: Bibliographic Sources for the Study of Africa

Wednesday, June 24:

9-10:20 Professor Wilks
Topic: African History

10:30-12:30 Professor Cohen
Topic: African Anthropology

2-3:30 Tour of Africana

Thursday, June 25:

9-10:20 Professor Wilks
Topic: African History

10:30-12:30 Professor Armstrong
Topic: "Integration of the Arts in West Africa"

Friday, June 26:

9-12:00

Topic:

Interdisciplinary Seminar: Professor Abu-Lughod and Staff
"The Reality of the African Experience"

SECOND WEEK

Monday, June 29:

9-10:20

Topic:

Professor Soja
African Geography

10:30-12

Topic:

Professor Willet
African Art

2-4:00

Topic:

Professor Zolberg
African Politics

Tuesday, June 30:

9-10:20

Topic:

Professor Soja
African Geography

10:30-12

Topic:

Professor Willet
African Art

2-4:00

Topic:

Professor Zolberg
African Politics

Wednesday, July 1:

9-10:20

Topic:

Professor Wilks
African History

10:30-12

Topic:

Professor Cohen
African Anthropology

8:00

Film

Thursday, July 2:

9-10:20

Topic:

Professor Wilks
African History

10:30-12

Topic:

Professor Cohen
African Anthropology

2-4:00

Topic:

Professor Crowler
"French and British 'Indirect' Rule in West Africa: A
Reassessment"

Friday, July 3:

9-12:00

Topic:

Interdisciplinary Seminar: Professors Wilks and Cohen
"The Origins of African Culture"

THIRD WEEK

Monday, July 6:

9-10:20 Professor Soja
Topic: African Geography

10:30-12 Professor Willet
Topic: African Art

Tuesday, July 7:

9-10:20 Professor Soja
Topic: African Geography

10:30-12 Professor Willet
Topic: African Art

1:00 Field Trip - Museum of Natural History

Wednesday, July 8:

9-10:20 Professor Wilks
Topic: African History

10:30-12 Professor Cohen
Topic: African Anthropology

2-4:00 Professor Hagopian
Topic: "Ethnic Interaction in North African Society"

8:00 Professor el-Dabh
Topic: African Music

Thursday, July 9:

9-10:20 Professor Wilks
Topic: African History

10:30-12 Professor Cohen
Topic: African Anthropology

2-4:00 Professor Hagopian
Topic: "Ethnic Interaction in North African Society"

8:00 Professor el-Dabh
Topic: African Music

Friday, July 10:

9-12:00 Interdisciplinary Seminar: Professors Abu-Lughod and Wilks
Topic: "The Islamic Factor in African Culture"

FOURTH WEEK

Monday, July 13:

9-10:20	Mr. Wilson
Topic:	African Literature
10:30-12	Mr. Stuckey
Topic:	Africa and The Afro-Americans
2-4:00	Professor Abu-Lughod
Topic:	North Africa
8:00	Film

Tuesday, July 14:

9-10:20	Mr. Wilson
Topic:	African Literature
10:30-12	Mr. Stuckey
Topic:	Africa and the Afro-Americans
2-4:00	Professor Rowe
Topic:	East Africa

Wednesday, July 15:

9-10:20	Professor Wilks
Topic:	African History
10:30-12	Professor Cohen
Topic:	African Anthropology
2-4:00	Professor Rowe
Topic:	South Africa
8:00	Film

Thursday, July 16:

9-10:20	Professor Wilks
Topic:	African History
10:30-12	Professor Cohen
Topic:	African Anthropology
2-4:00	Professor Rowe
Topic:	South Africa

Friday, July 17:

9-10:00	Mr. Mbabi-Katana
Topic:	Ethnomusicology
10-12:00	Interdisciplinary Seminar: Professors Janet Abu-Lughod and Soja
Topic:	"Dynamics of Urbanization"

FIFTH WEEK

Monday, July 20:

9-10:20	Mr. Wilson
Topic:	African Literature
10:30-12	Mr. Stuckey
Topic:	Africa and the Afro-Americans
2-4:00	Seminar with African Students

Tuesday, July 21:

9-10:20	Mr. Wilson
Topic:	African Literature
10:30-12	Mr. Stuckey
Topic:	Africa and the Afro-Americans
2:00	Film

Wednesday, July 22:

9-10:20	Professor Wilks
Topic:	African History
10:30-12	Professor Cohen
Topic:	African Anthropology

Thursday, July 23:

9-10:20	Professor Wilks
Topic:	African History
10:30-12	Professor Cohen
Topic:	African Anthropology

Friday, July 24:

9-12:00	Interdisciplinary Seminar: Professors Zolberg, Wilks, Cohen
Topic:	Neo-colonialism

SIXTH WEEK

Monday, July 27:

9-10:20	Mr. Wilson
Topic:	African Literature
10:30-12	Mr. Stuckey
Topic:	Africa and the Afro-Americans

Tuesday, July 28:

9-10:20	Mr. Wilson
Topic:	African Literature
10:30-12	Mr. Stuckey
Topic:	Africa and the Afro-Americans

Wednesday, July 29:

9-10:20 Professor Wilks
Topic: African History

10:30-12 Professor Cohen
Topic: African Anthropology

Thursday, July 30:

9-10:20 Professor Wilks
Topic: African History

10:30-12 Professor Cohen
Topic: African Anthropology

2-4:00 Professor Abu-Lughod
Topic: Evaluation Seminar

Friday, July 31:

9-12:00 Interdisciplinary Seminar: Professor Abu-Lughod and Staff
Topic: "Africa in the Contemporary World"

APPENDIX V

APR 29 1970

NORTHWESTERN UNIVERSITY

1813 HINMAN AVENUE
EVANSTON, ILLINOIS 60201

PROGRAM OF AFRICAN STUDIES

18 April 1970

I am pleased to inform you that the admissions committee of the EPDA Institute on African Studies for College Teachers at Northwestern University has acted favorably upon your application for participation and granted you admission to the Institute. This will enable you to take part in the course of instruction offered by the Institute, register for the entire program and be considered for financial assistance in the form of a stipend for yourself and for your dependents. Upon the successful completion of that entire course, you will receive a certificate indicating that you have received the equivalent of eight (8) quarter hours of academic credit through satisfactory performance of advanced work at the Institute. (Please note that academic credit at Northwestern University is used solely for purposes of registration; it is not counted towards a graduate degree).

I hope you are pleased by the action of the admissions committee and that you will decide to join with us in this exciting program. We look forward to welcoming you to the Evanston community and to your participation in the Institute.

Upon receiving notification of your acceptance of our offer, which should be mailed to us no later than May 5, 1970, but preferably as soon as possible, we will send you all relevant information concerning the program of instruction, registration details, and other questions of concern.

In addition to your letter of acceptance, I would like you to fill out the enclosed form: application for stipend OE-7213. This form must reach us by the 5th of May at the latest.

I congratulate you on your selection, and I look forward to your affirmative response.

Sincerely yours,

Ibrahim Abu-Lughod
Associate Director,
EPDA Institute in
African Studies

IAL:ch
Encl.

NORTHWESTERN UNIVERSITY

1813 HINMAN AVENUE
EVANSTON, ILLINOIS 60201

PROGRAM OF AFRICAN STUDIES

21 April 1970

Dear

I am pleased to inform you that the admissions committee of the EPDA Institute in African Studies for College Teachers to be conducted at Northwestern University (June 23-July 31) has selected you as an alternate for participation in the Institute. It is our experience that some individuals who have been granted admission do not avail themselves of the privilege of participation. We have reason to believe that your chances of full admission are good. We will be in a position to notify you of that possibility during the first part of May provided you indicate in writing of your acceptance of your status as an alternate.

Should you be interested, I hope you will inform us of your acceptance at your earliest convenience, but certainly no later than May 5, 1970. I will, by then, be able to inform you of any change in your status and send you other relevant information.

With best wishes,

Sincerely yours,

Ibrahim Abu-Lughod
Associate Director,
EPDA Institute in
African Studies

IAL:ch
Encl.

NORTHWESTERN UNIVERSITY

1813 MINNAN AVENUE
EVANSTON, ILLINOIS 60201

PROGRAM OF AFRICAN STUDIES

25 May 1970

TO: ALL INSTITUTE PARTICIPANTS

FROM: I. ABU-LUGHOD, ASSOCIATE DIRECTOR

I hope you will forgive this form of communication dictated by reason of efficiency.

I should like to inform each of you that final selections of participants is now complete. On the basis of the information which we have, we believe that the Institute will be an exciting and stimulating event. The high quality of staff members, the interesting, varied background and commitment of the participants will insure a highly successful Institute. On behalf of the entire staff, I should like to welcome you and tell you that we look forward to your arrival.

I trust you have taken the necessary measures to insure your housing arrangements. If there is any problem that is still hanging, please do not hesitate to get in touch with us.

I am enclosing herewith three documents for your use and information:

1. A bibliography of paperback books on Africa which is recommended by the Program of African Studies. We urge you to consult these books prior to your arrival.
2. A general information sheet concerning the Institute. Please note that you are expected to be at Africa House on Sunday 21 June at 3:00 PM for Institute registration and Orientation. All staff members will be present at the same time.
3. A list of the participants and their addresses. Perhaps some can arrange joint transportation when feasible. Otherwise feel free to contact each other.

Should there be any need for additional information, I will get in touch with you. Otherwise, I look forward to seeing you Sunday 21 June at 3:00 PM and to working with you throughout the six-week period.

With best wishes.

NORTHWESTERN UNIVERSITY

1813 HINMAN AVENUE
EVANSTON, ILLINOIS 60201

PROGRAM OF AFRICAN STUDIES

May 1, 1970

Dear EPDA College Institute Participant:

So that we may facilitate your stay at Northwestern and begin to organize the details of the summer institute it is necessary to know specifically what type of housing you will need for the summer. The following points may serve to clarify and answer questions you may have about the Evanston area.

1. For those living in university housing a brochure explaining the type of housing available and an application form are included. If you plan to live in university housing, and are not bringing your family, please fill out the enclosed application and send it to the address listed in the brochure as soon as possible. The university will then send confirmation and additional information. Do not return the application to Africa House. Please note that this applies to individuals who will be attending the institute without their families and not to those who seek apartments and/or non-university accommodations.
2. For those who are bringing their families it should be pointed out that the housing situation in Evanston is extremely scarce and the rents for apartments rather exorbitant (approximately \$150 a month for a one room apartment). The short duration of the institute also makes it rather difficult to find accommodations. The following may serve as a guideline for finding housing. 1.) Apply to the university for university graduate housing although these apartments are usually unavailable due to full time graduate students who spend the summer in Evanston. 2.) At the same time apply to the off campus housing office listed in the enclosed brochure. This office accepts listings for Evanston and the surrounding areas on a strict non-discriminatory basis. It should be pointed out, however, that these listings are not solicited but accepted and that the type, availability, and rent vary greatly. They will be able to give some indication however, of the range of housing available. 3.) If you have friends in the area they may be able to give more specific information and assistance. In the near future this office will send a representative list of housing listed by the off-campus housing office though it is best to begin immediately looking for accommodations.

In ~~summary~~, if you are attending the institute alone and plan to live in residence halls you are assured of housing if you return the enclosed application to the university. If you plan to attend the institute with your family follow the above instructions and contact this office if difficulties arise. While we will help you in any way that we can we can not guarantee that we will be able to meet your specifications, or assure you of accomodations.

In the near future we will be sending further information concerning eating facilitties, transportation, and recreational facilitties. In the meantime if we can answer any of your specific questions please feel free to contact us.

Sincerely,



Vaughn Bishop
Administrative Assistant

NORTHWESTERN UNIVERSITY

1813 HIRMAN AVENUE
EVANSTON, ILLINOIS 60201

PROGRAM OF AFRICAN STUDIES

June 1, 1970

Dear Summer Institute Participant,

Several questions have arisen concerning the summer institute, and we hope that this letter may serve to answer many of them. It has been brought to our attention that the university dorms are not air conditioned and since the Evanston summers can be rather hot it may be advisable for those who suffer from the heat to bring a small fan. We bring this to your attention only for your convenience.

There is no advance registration for the institute. Members of the Africa House staff will consult with the university before your arrival and you may then register in person at the beginning of the session.

For those unfamiliar with the Evanston area and who will not be driving to the campus there is a bus service from O'Hare airport which leaves from the lower level. The fare is two dollars and the bus will drop you off at the Orrington Hotel adjacent to the campus. Cab fare generally is around six or seven dollars. For those arriving by train the elevated runs from Union station to the Evanston area and cabs are also available though they may be rather expensive.

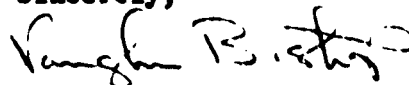
Upon your arrival further information will be given concerning restaurants, and recreational facilities. We will also provide you with summer beach tokens which will permit you to use the Evanston beaches.

We hope that by now all of your housing arrangements are complete or nearly so. To make absolutely certain, however, we would appreciate it if you would check the appropriate space on the enclosed sheet and return it to our office as soon as possible. Please address the form to

Vaughn Bishop
1813 Hirman Ave.
Evanston, Illinois 60201

We hope that this answers many of your questions and that if we can be of further assistance you will contact us. It is most urgent for those with housing difficulties to contact us immediately.

Sincerely,



Vaughn Bishop
Administrative Assistant

Housing Information-- Please return to the enclosed address immediately

_____ I plan to live in a university dorm and have returned the application card which was sent to me.

_____ I plan to live in a university dorm but have not returned or received an application card. (It is essential for those who plan to live in university dorms to have this card on file with the university.)

_____ I will be living in off campus housing and have secured accommodations.

_____ I will be living in off campus housing but have not been able to secure accommodations and would appreciate help from the program.

Participant's name:

Additional comments or questions:

APPENDIX VI

A SELECTIVE LIST OF PAPERBACKS ON AFRICA

- Bohannon, Paul, Africa and the Africans, The Natural History Press, Garden City, New York, 1964.
- Boyd, Andrew and Patrick van Rensburg, An Atlas of African Affairs, Praeger, New York, revised 1965.
- Carter, Gwendolen M., Politics in Africa, Harcourt, Brace
- Cowan, L. Gray, James O'Connell and David G. Scanlon, ed, Education and Nation Building in Africa, Praeger, New York, 1965.
- Emerson, Rupert and Martin Kilson, ed., by, The Political Awakening of Africa, Prentice Hall, Englewood Cliffs, N.J., 1965.
- Kamarch, Andrew M., The Economics of African Development, Praeger, New York, 1967
- Mennoni, O., Prospero and Caliban: A Study of the Psychology of Colonization, Praeger, 1956, second edition 1964.
- Oliver, Roland and John Page, A Short History of Africa, Penguin, Baltimore, Second edition 1966.
- Parrinder, E.C., African Traditional Religion, S.P.C.K., London, second edition, 1956
- Segal, Ronald, African Profiles, Penguin, Baltimore, 1962, revised 1963.
- Smits, Edwards, Political Development in the New States, Mouton Gravenhage, Holland, 1962.
- Spiro, Harvert J., ed by, Patterns of African Development, Prentice Hall, Englewood Cliffs, N.J., 1967.
- Wallerstein, Immanuel, Africa: The Politics of Independence., Random House, New York, 1961.
- Zolberg, Aristide R., Creating Political Order: The Party-States of West Africa, Rand McNally, Chicago, 1966.

PAPERBACKS ON SOUTH AFRICA

- Benson, Mary, The Struggle for a Birthright, 1966
- Marquard, Leo, Peoples and Politics of South Africa, Oxford University Press, Fourth Edition, 1962.
- Thompson, Leonard, The Republic of South Africa, Little, Brown and Co., 1967.

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Gwendolen Carter & John Paden, Expanding Horizons
John Paden & Edward Soja, The African Experience
Lystad, The African World

POLITICS

Gwendolen Carter, Politics In Africa: Seven Cases
_____, African One-Party States
_____, National Unity and Regionalism in Eight African States
Lionel Cliffe, One Party Democracy
Wm. Friedland and Carl Rosberg, eds., African Socialism
Wm. John Hanna, ed., Independent Black Africa
Christopher Hill, Bantustans
Lucian Pye, Aspects of Political Development
Ruth Schachter and Thomas Hodgkin, "French Speaking West Africa in Transition," International Conciliation, May, 1960.
St. Anthony's Papers, African Affairs, number 1
Leonard Thompson, Politics in South Africa
Aristide Zolberg, Creating Political Order

1960 Constitution of Ghana, and Constitution of the Convention Peoples Party
1965 Constitution of Tanzania, with Report of the Presidential Commission
on a Democratic One-Party State

Oxford Regional Economic Atlas of Africa
Paul J. Bohannon, Africa and Africans
William Hance, The Geography of Modern Africa
Guy Hunter, The New Societies of Africa
Rene Dumont, Black Africa's Off to a Bad Start (False Start in Africa)
James Gibbs Jr., ed., Peoples of Africa
Peter J. Lloyd, Social Change in Africa

LITERATURE

1. Teaching in Africa. The context of the literature.
James Kritzeck, An Anthology of Islamic Literature
Ulli Beier and Gerald Moore, Modern Poetry from Africa
2. Images of Africa in Western Literature
Joyce Cary, Mister Johnson
G. Greené, A Burnt-Out Case

3. The Oral Tradition
Ulli Beier, The Origin of Life and Death
4. Negritude. The French Tradition
Mongo Beti, Mission to Kala
C. Laye, African Child
J. Oyono, Houseboy
5. The English Tradition. Chinua Achebe
Judith Gleason, This Africa
6. The English Tradition
Cyprian Ekwensi, People of the City
7. The English Tradition, drama and poetry
Wole Soyinka, The Interpreters

Other Reading:

Critical

- Taiwo, An Introduction to West African Literature
Cartey, Whispers from a Continent

Bibliography

- J. Jahn, A History of Neo-African Literature
B. Abrash, A Bibliography of Black African Writing

Drama

- J.P. Clark, Three Plays

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Patrick F. Hurley, "The Confirmation of Continental Drift,"
Scientific American (April, 1969), pp. 52-68
2. Population Patterns and Distribution
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3. Urbanization

H. Miner, ed., The City in Modern Africa, New York, 1968
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4. Circulation Patterns

E.J. Taaffe, R.L. Morrill and P.R. Gould, "Transport Expansion in Underdeveloped Countries," Geographical Review, October, 1963, pp. 503-529
Lucian Pye, Communications and Political Development, Princeton, 1963

5. Economic Development

Guy Hunter, The Best of Both Worlds, London, 1967
A.F. Ewing, Industry in Africa, New York, 1968
Rene Dumont, False Start in Africa, London, 1966

6. Political and Economic Integration

R.H. Green and A. Seidman, Unity of Poverty - The Economics of Pan-Africanism, Baltimore, 1968
Brian Weinstein, Gabon - Nation Building on the Ogooue, Cambridge, 1966

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Hans Singer, "The Distribution of Gains Between Borrowing and Lending Countries," American Economic Review, May, 1950 (reprinted in a book of Singer's essays, International Development)

W.W. Rostow, The Stages of Economic Growth (paperback)
Hans Singer, "The Mechanics of Economic Development," in his book of essays, International Development

Margery Perham, Colonial Reckoning (paperback)

Everett E. Hagen, On the Theory of Social Change, Chapter 3

2. National Economic Development in Africa

M. Yudelman, "Some Aspects of African Agricultural Development," Chapter 20 in E.A.G. Robinson, ed., Economic Development for Africa South of the Sahara

William O. Jones, "Food and Agricultural Economies of Tropical Africa," Food Research Institute Studies, Vol. II, No. 1, February, 1961, pp. 1-20

G.J. Ligthart and B. Abbai, "Economic Development in Africa: Aims and Possibilities," Chapter 1 in E.A.G. Robinson, ed., Economic Development for Africa South of the Sahara

G. Dalton, "History, Politics and Economic Development in Liberia," The Journal of Economic History, December, 1965

- R. Green, "Four African Development Plans," Journal of Modern African Studies, August, 1965
- Irma Adelman and Cynthia Taft Morris, Society, Politics and Economic Development, pp. vii-viii; 3-17; 129; 131-133; 163-172; 173-184, 202, 203-209, 230, 231-237, 263, 265-276
- Wolfgang Stolper, Planning Without Facts (on Nigeria)
- W. Arthur Lewis, "Report on the Industrialization of the Gold Coast," (25 page pamphlet accra, 1953)
3. Traditional and Modernizing Village Communities in Africa
- G. Dalton, "Traditional African Economies," in E. Soja and J. Paden, eds., The African Experience
- Mary Douglas, "The Lele - Resistance to Change," in P. Bohannon and G. Dalton, eds., Markets in Africa (the same essay appears under different titles in the hardback and paperback editions)
- M.A. Jaspán, "Communal Hostility to Imposed Social Change in South Africa," in P. Ruopp, ed., Approaches to Community Development
- C. Davis Fogg, "Economic and Social Factors Affecting the Development of Smallholder Agriculture," Economic Development and Cultural Change, (one of the issues published during 1965)
- G. Dalton, "Theoretical Issues in Economic Anthropology," Current Anthropology, February, 1969
- Lucy Mair, Studies in Applied Anthropology

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- Suret-Canale, Afrique Noire, Occidentale et Centrale, Vol. II, 1964
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- R. Segal, Sekou Toure and the Guinean Experiment, Chapter 8 of African Profiles, 1962
- J. Suret-Canale, La Fin de la Chefferie en Guinee, in Journal of African History, vii, 3, 1966
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4. Ashanti and Ghana

- K. Arhin, The Structure of Greater Ashanti, in Journal of African History, VIII, 1, 1967
 D. Austin, Politics in Ghana, 1946-60, 1964
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6. The Sokoto Caliphate and Nigeria

- J.F.A. Ajayi, Nineteenth century origins of Nigerian Nationalism, in Journal of the Historical Society of Nigeria, II, 2, 1961
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7. The empires of al-Hajj 'Umar Tall and Samori

- Abun-Nasr, The Tijaniyya, 1965
 M. Legassick, Firearms, horses and Samorian army organization, 1870-98, in Journal of African History, VII, 1, 1966

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- J.H.M. Beattie, Bunyoro: an African Kingdom
 R. Cohen, The Kanuri of Bornu
 R. Cohen and J. Middleton (eds.), From Tribe to Nation in Africa
 D. Forde and P. Kaberry, West African Kingdoms of the Nineteenth Century
 M. Fortes and G. Dieterlen, African Systems of Thought
 J.R. Gibbs, The Peoples of Africa
 P.C. Lloyd, The New Elites of Tropical Africa
 D. Levine, The Wax and the Gold
 J. Middleton, The Lugbara of Uganda
 _____, Black Africa: its peoples and their culture today
 J. Middleton and D. Tait (eds.), Tribes Without Rulers
 A.R. Radcliffe-Brown and D. Forde, African Systems of Kinship and Marriage
 A. Tuden and L. Plotnicov (ed.), Social Stratification in Sub-Saharan Africa
 C.M. Turnbull, The Two Worlds of the African Pygmies
 V. Uchendu, The Igbo of Southeast Nigeria

AFRICA AND AFRO-AMERICANS

- Alan Lomax, The Folk Songs of North America
W. E. B. DuBois, The Souls of Black Folk (paperback)
_____, Darkwater (paperback)
_____, Dusk of Dawn (paperback)
Amy Jacques Garvey, The Philosophy and Opinions of Marcus Garvey (paperback)
Martin Delany, The Condition, Elevation and Destiny of the Colored People (paperback)
Herbert Aptheker, A Documentary History of the Negro People in the U. S., Vol I (paperback)
C. L. R. James, History of Pan-African Revolt (paperback)
Carter Woodson, The African Background Outlined

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EDPA Summer Institute in African Studies
For College Teachers - 1970

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C - Core Library	A* - Africana (reserved
R - Reserve Room	on carrel #5620A)
A - Africana	N/A - Not available

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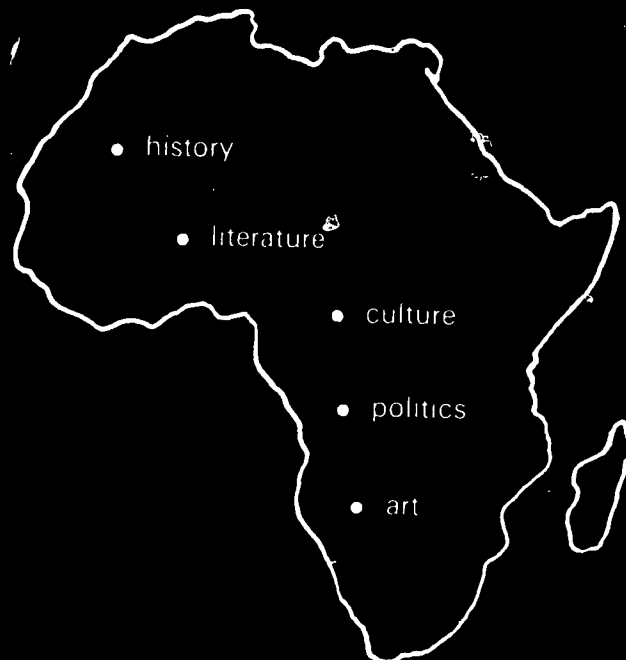
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APPENDIX VII

EPDA SUMMER INSTITUTE IN INTERNATIONAL AFFAIRS

*(Conducted under a grant from the
U.S. Office of Education)*

AFRICAN STUDIES For College Teachers



JUNE 22 - JULY 31, 1970
Northwestern University
Evanston, Illinois



EPDA SUMMER INSTITUTE IN INTERNATIONAL AFFAIRS AT NORTHWESTERN UNIVERSITY

June 22—July 31, 1970

(Conducted under a grant from the U. S. Office of Education)

AFRICAN STUDIES For College Teachers

Northwestern University's Program of African Studies, in cooperation with the Office of Education, is sponsoring a summer institute in African Studies for college teachers of the social sciences and the humanities. The objective of the institute is to provide training which will enhance the competence of college teachers in handling material about African culture, society, institutions and problems.

With this general purpose, the Institute will place special emphasis on a) insights and techniques of the social sciences and the humanities regarding the understanding of modern Africa; b) development of an appreciation for the significant in African history and society; c) application of such insights and techniques in the teaching of courses relating to developing areas at the college level.

PROGRAM: Participants must register for the complete program, consisting of the following broad topics:

- A. African political systems
- B. African history and the African heritage of the Afro-American
- C. African geography
- D. The cultures of Africa
- E. Social change in Africa
- F. Africa's aesthetic expression

There will be lectures, seminars and symposia. In addition, evening events are scheduled throughout the six-week period. Individual conferences with staff members will be held regularly. Reading assignments will be part of the required work. Special attention will be paid to bibliography and teaching materials appropriate to the separate topics.

ELIGIBILITY: The Institute is intended for college teachers who are engaged or shortly to become engaged in teaching courses on Africa, or courses dealing with developing areas in which Africa will be included.

Thirty participants will be admitted. Applicants should have an M.A. or Ph.D. degree in the social sciences or the humanities. They should have at least two years of teaching experience, and must submit evidence of employment for the academic year immediately following the Institute.

Participants will be selected solely on the basis of capacity to benefit from the Institute and to develop professionally, without discrimination as to race, creed, color, sex or national origin. Special consideration will be given, however, to faculty members who demonstrate a commitment to the teaching of African Studies and whose institutions indicate such a commitment. Such consideration also will be given to teachers in junior and community colleges.

STIPEND: Each participant selected will be eligible to receive upon application a stipend of \$75 each week for six weeks of the Institute, plus an allowance of \$15 for each dependent.

Tuition will be paid by Northwestern University. Participants purchase necessary course materials and pay for their own room, board and travel.

HOUSING: Participants are strongly urged to live on the campus. Dormitory rooms will be available for both men and women (approximately \$12/wk), who may also contract for a weekly rate on meals (approximately \$20/wk).

Participants with families who seek off-campus accommodations will receive advisory assistance, but no guarantee can be offered that apartments will be found.

CERTIFICATION: Participants who complete the Institute's requirements will be awarded a certificate of satisfactory performance.

STAFF:

Director of Institute: Gwendolen Carter (Ph.D. Radcliffe)
Professor of Political Science and Director of the
Program of African Studies, Northwestern University

Associate Director: Ibrahim Abu-Lughod (Ph.D. Princeton)
Professor of Political Science and Associate Director of the
Program of African Studies, Northwestern University

Instructors:

Ronald Cohen, (Ph.D Wisconsin), Professor of Anthropology
and Political Science, Northwestern University
Hans Panofsky (M.S. Cornell) Curator, Africana Library,
Northwestern University

Edward Soja (Ph.D. Syracuse) Associate Professor of
Geography, Northwestern University
Sterling Stuckey (M.A. Northwestern) Northwestern
University

Ivor Wilks (M.A. University of Wales) Professor of History,
Cambridge University

Frank Willet (M.A. Oxford) Professor of Art,
Northwestern University

Richard Wilson (Dip.Ed. Oxford) Instructor of English,
Northwestern University

In addition, distinguished guest lecturers from other universities will be present for short periods during the course of the Institute.

RECREATION: Participants will be able to use the many facilities open to students enrolled in the regular University Summer Session. Lake Michigan beaches which border the Evanston campus are reserved for students and faculty, as are the outdoor tennis courts and well-equipped gymnasium. The Northwestern Drama Festival and Summer Film Series provide evening entertainment.

The resources of the city of Chicago can also contribute immeasurably to the interest of the Summer Institute. Participants will have the opportunity to enjoy museums and art galleries, concerts, plays, movies and other aspects of metropolitan life.

APPLICATION:

For information and application forms please write
 Dr. Ibrahim Abu-Lughod, Associate Director
 EPDA Institute in African Studies
 1813 Hinman Avenue
 Evanston, Illinois 60201.

Completed application forms must be postmarked no later than April 15, 1970. Accepted applicants and alternates will be notified by May 5, 1970, and final letters of acceptance from applicants and alternates must be postmarked no later than May 15, 1970.

THIRD CLASS**PLEASE POST**

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Northwestern University

EPDA Institute in International Affairs African Studies

This certifies that _____

was enrolled between June 22 and July 31, 1970, in the Summer Institute for College Teachers sponsored by the Program of African Studies of Northwestern University and the U. S. Office of Education and has satisfactorily fulfilled the requirements of advanced courses in African history, culture and society, thereby earning the credit equivalent of eight quarter-hours of work.

Date _____

Signed _____
Director of the Institute

Signed _____
Associate Dean of Faculties